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ABSTRACT

Representing the concensus of the presidents of the Colleges of Applied Arts and Technology in Ontario, this paper presents a series of assumptions about the anticipated environment of the college system and provides a strategic action plan for the future. First, assumptions about environmental factors likely to affect the colleges are presented, including projections about social trends, the economy, politics, the colleges, and technology. Among these assumptions are high unemployment levels, more consumerism by students, an economic shift from manufacturing to the service/information sectors, more women in the workforce, changes in traditional views of teaching, increased private sector competition with the public colleges, and rapid developments in technology. Next, a strategy for the 1980's, to be implemented individually and/or collectively by the Ontario colleges, is presented, including issue statements, objectives statements, and strategies. The action plan focuses on governance, programming, human resources, and financial and physical resources. Objectives include more liaison between colleges on educational policy issues, increased emphasis on lifelong learning, greater focus on professional development within the colleges, and emphasis on equality of opportunity for all sectors of the population. (HB)

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STRATEGIES FOR THE EIGHTIES

The Colleges of Applied Arts and Technology of Ontario

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The Association of Colleges of Applied Arts and Technology of Ontario

STRATEGIES FOR THE EIGHTIES

THE COLLEGES OF APPLIED ARTS AND TECHNOLOGY

OF ONTARIO

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Edited by Fred Hamblin, Executive Director of ACAATO

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TO: The Ontario College Community

FROM: Jacqueline P. Robarts, Chairman
Committee of Presidents

Given the nature and the rate of change facing the colleges in today's environment -- particularly in the economy, in technological innovation, in government objectives, in labour market demands, and in educational delivery techniques -- there has been a perceived need to examine the role of the Colleges of Applied Arts and Technology of Ontario as they attempt to respond to these changes.

Accordingly, this paper has been developed by the Committee of Presidents in an attempt to develop a consensus of the Presidents on a number of strategies for the Eighties.

It is hoped that the document will serve two central purposes. First, the section dealing with Environmental Assumptions can be used as a resource document that reflects the consensus of the Presidents with respect to the possible nature of the years that lie ahead.

Second, the Strategy section represents an action plan which the members of the Committee of Presidents individually and/or collectively may pursue commencing in early 1984.

On behalf of my colleagues, I would like to extend our sincere appreciation to all those who participated in the many meetings leading to the development of the paper.

I ENVIRONMENTAL ASSUMPTIONS

The assumptions which follow represent a collective view of a majority of the Presidents as to certain trends that may transpire in the years immediately ahead of us. It must be recognized that such forecasting is subject to change and to individual interpretation. They must be viewed, therefore, as speculation with respect to possible "futures" as opposed to concrete futures.

(a) Social Assumptions:

1. Students will return to learning situations many times during their lives whether it be for higher education, upgrading, retraining or life style training.

2. Unemployment levels will remain high.

3. High job expectations on the part of students will lead to increased frustration on their part.

4. There will be more aggressive consumerism on the part of students.

5. Divorce rates will climb and single parenthood by choice will become more prevalent.

6. The median age of the population will continue to increase and more poltical attention will be paid to the interests of the older sector of the population.

7. Large groups of the disadvantaged will increasingly seek access to college programs.

8. Bill 7 (Ontario Human Rights Code Amendments) and Bill 82 (Special Education for Exceptional Students) will increasingly have an impact on the colleges.

9. The secondary schools will be in competition with the colleges for EASL students and open training and apprenticeship programmes.

(b) Economic Assumptions

1. Society may, increasingly, see a shift from the manufacturing to the service/information sectors.

2. In the public domain there will be an increased emphasis on the concepts of productivity and accountability.

3. The underground economy will expand, particularly with reference to cottage industries.

4 Manufacturing in the Third World may increase at the expense of the North American sector.

5. Training for potential employment rather than immediate employment will become the mode.

6. Women will comprise a larger portion of the workforce.

7. Job sharing/part-time/flex-time employment will be increasingly reflected in the workplace.

8. The demands on the college system will escalate due to the increased need for training/retraining, and due to increased participation rates.

(c) Political Assumptions

1. Governments -- legislatively and/or administratively -- will not provide long term financial plans for the colleges.

2. Some colleges may significantly increase their activities internationally.

3. Governments at both the Provincial and Federal levels will increase their intervention in the colleges in part because of their capacity to assist in the field of employment and, in part because of their capacity to facilitate the competitive position of industry.

4. The political/economic environment will require substantially increased levels of consultation with respect to Federal transfer payments to the Province.

5. There will continue to be an increase in the transfer of funds to the private sector under the National Training Act.

6. The Ontario colleges will continue to operate without an enrolment management policy at the system level.

7. There will be a continuing need to ensure that collective bargaining continues to be conducted at the provincial level.

8. "Unionism" as a public activity will change significantly.

9. In the public sector centralization and the search for consistency and standardization will increase - particularly in the case of the colleges - with respect to curriculum design, admission standards and the formal administrative structures.

10. Colleges will have to intensify their level of communications vis-a-vis the provincial and federal governments, particularly with reference to funding issues.

11. There will be an increased emphasis on Human Rights and litigation with respect thereto.

12. With the publicization of education, there will be an increased need to identify acceptable standards and the agenices that are to set those standards.

(d) College Assumptions

1. Alternative educational delivery systems will have to be developed in the face of faculty resistance, faculty obsolesence and the traditional views of what "teaching" is all about.

2. Given the aging of college staff, there will be an increasing need to develop new manpower strategies.

3. Presidential terms will be shorter in duration.

4. Colleges, by virtue of their public funding, will continue to be better equipped than local business and industry, particularly in small communities. Alternatively, small business and industry could be better equipped than the colleges if governments increased their funding to that sector.

5. There will be increasing pressure to change personnel policies with respect to such issues as early retirement.

6. Fewer job prospects could cause middle management to become increasingly alienated.

7. Colleges will face increased competition from the private sector, secondary schools, each other and private vocational facilities in the areas of training/education and software/hardware development.

(e) Technological Assumptions

1. High Technology advances will continue at a rapid pace and it will be increasingly difficult to predict the future in this area.

2. Colleges will have increasing opportunities in the areas of applied research and for the development of innovative programming.

II STRATEGY FOR THE EIGHTIES

A strategy for the Ontario Colleges of Applied Arts and Technology of Ontario for the Eighties is presented on the following pages.

This strategy is discussed from the viewpoints of governance, programming, human resources and financial and physical resources.

(a) GOVERNANCE

ISSUE STATEMENT #I:

1. While the Colleges have been able to develop and enunciate consensus positions on non-contentious system-wide operational issues, they have not been able to develop a mechanism that will enable them to speak and act in unison on critical operating or educational policy issues.

OBJECTIVE STATEMENT:

1. Change the style of operation of the Committee of Presidents to focus on major issues in a consensus-building workshop environment.

2. Identify a list of critical issues that require system-wide action, and proceed to focus on those issues that most urgently require resolution and which hold out some possibility for consensus development.

STRATEGIES:

* Commencing in the near future, time be set aside at each meeting of the Committee of Presidents to: examine, discuss, and to seek consensus on an issue of critical importance to the Colleges; and, to provide, as well, opportunities to share, in an in-camera environment, information and expertise with respect to local issues at the initiative of the President concerned.

* Arrangements will be made to include representatives of the Ministry of Colleges and Universities and the Council of Regents in the system issue discussions to enhance the consensus building process at the provincial level.

* In preparation for this, arrangements will be made by the Secretariat to have college personnel and/or outside experts develop Discussion Papers with respect to each issue, or to obtain copies of the twenty Council of Regents/Ministry of Colleges and Universities issue papers for the same purpose.

* While the Rule of Seventeen will continue with respect to questions involving the commitment of funds to certain projects, the Committee of Presidents will, henceforth, accept a majority of fifteen votes in favour of a position as an indication of an official position of the Committee of Presidents.

ISSUE STATEMENT # II:

The realities of the current economic environment require the development of a more co-operative and co-ordinated stance on the part of the college sector.

The implications of change for the human condition necessitates the development of a much more intensive and more open level of communication in order to ensure that the participants can proceed to work together in meeting the challenges of a maturing system.

OBJECTIVE STATEMENT #I:

1. Greater attention needs to be paid to involving Board members in college and system issues so that they can more readily relate to the debate that surrounds each of those issues.

   STRATEGIES:

   * Local Boards will be encouraged to build into their Board meeting schedules opporunities to examine, discuss, and arrive at a local consensus on the various system issues identified under Issue Statement #1.

   * Attempts will be made made to ensure that the Board level discussions -- where appropriate -- are held in the month or two preceeding the Committee of Presidents meeting that is scheduled to address that issue.

   * In cases where major policy issues are addressed at the Board level, arrangements will be made to arrive at a system consensus through the utilization of Regional and/or Provincial Meetings of the Committee of Governors in conjunction with representatives from the Council of Regents and the Ministry of Colleges and Universities.

OBJECTIVE STATEMENT #II:

2. Since Board members are political appointees representing various interests in the community, they should be encouraged to ensure that the college position is accurately and adequately stated within those communities.

STRATEGY:

A local/regional issue.

OBJECTIVE STATEMENT #III:

3. The Colleges -- particularly the Governors -- should work in alliance with the members of the Council of Regents in their attempts to ensure that the college position is accurately and adequately stated to the Minister and to the Government of Ontario.

STRATEGIES:

* The President of ACAATO in conjunction with the Executive Committee recently obtained the agreement of the members of the Council of Regents to accept the concept of ACAATO Regional Breakfasts in conjunction with selected meetings of the Council of Regents as they move around the Province. These Breakfasts will be designed to attract Governors and Presidents from the various colleges in each Region to share, informally, information and ideas on a Regaional basis.

* Agreement will be sought that the annual September joint meeting between the Council of Regents and the Committee of Presidents should be extended to include a second meeting, in January of each year, in which the Council of Regents, the Committee of Governors and representatives of the Ministry of Colleges and Universities could meet to discuss selected system issues. At such meetings, an arrangement should be made to ensure that all parties have an opportunity to raise, in a documented way, their concerns and/or positions on issues so that a meaningful dialogue can be undertaken that reflects the interests of all parties.

(b) PROGRAMS

ISSUES STATEMENT #I:

1. The changing nature of the workplace in the Canadian economy requires that the adult worker will have to participate, in one form or another, in formal learning experiences several times during his work life. Heretofore, the colleges have been organized primarily to serve the learning needs of the full-time student prior to entering the workforce for the first time. The need now is to structure the colleges' formal educational programs to more fully meet the needs of the lifelong learner.

OBJECTIVE STATEMENT #I:

1. In order to prepare a student to cope with the learning requirements of a lifelong education scenario, the colleges must equip that student with skills that can be derived from an appropriate General Education Program. The colleges, for their part, must define and/or clarify the content, objectives and expected output competencies of the General Education component.

   STRATEGIES:

   * This represents one of the critical issues that will be examined, discussed and defined at the system level.

   * A Task Force will be established, under the direction of the Secretariat, to develop a Position Paper on this issue.

OBJECTIVE STATEMENT #II:

2. Short-term college preparatory programs need to be developed that are consistent with the learning demands of post-secondary programs and that are designed to meet the differing needs of the lifelong learner.

   STRATEGY:

   * Competency benchmarks for such programs should be established at the system level.

OBJECTIVE STATEMENT #III:

3. Whenever possible more college programs should be delivered in such a way as to be offered during shorter time-frames and through a variety of individualized learning modes in order to meet the differing needs of lifelong learners.

STRATEGY:

* The material and the development process should be system-wide, utilization of that material should be at the discretion of the local college. In this regard, it is important that the collective agreement continues to protect the use of alternative delivery strategies.

OBJECTIVE STATEMENT #IV:

4. All colleges should embrace program competency benchmarks in order to enhance province-wide transferability and credibility.

STRATEGY:

* In order to enhance the concept of local responsibility for curriculum development and/or delivery, and in order to effectively utilize years of work in the area, every effort will be made by the Committee of Presidents to reverse the decision relative to the recently announced program design model.

OBJECTIVE STATEMENT #V:

5. College admission, selection and evaluation procedures need to be clarified and standardized, and provision needs to be made to meet the differing needs of the lifelong learner.

STRATEGY:

* A report is currently being developed on this topic. Once it is completed, it should be debated at ACAATO and the system should strive to take a system-wide position on the issue of admissions.

ISSUE STATEMENT #II:

1. Traditionally, the Ontario system of colleges has been designed in such a way that each of the colleges was to be comprehensive in nature. Given the limits of available resources and the high cost of offering the more advanced technologies, some method needs to be developed that can maximize the utilization of those resources.

OBJECTIVE STATEMENT #I:

Continued emphasis should be placed on the concept of program rationalization.

STRATEGIES:

* Program Rationalization is a local issue. There is a need, however, to have certain data available for local decision makers to relate their programs with similar programs in other Colleges with respect to such topics as application, participation, attrition and employment rates.

* For the most part, this information is currently available on the OCIS File, but arrangements will have to be made to assist in the provision of that data on a selected basis to all colleges once one college targets a program for rationalization.

* The recent guidelines established by the Council of Regents should facilitate the resolution of discontinuation discussions at the system level.

(c) HUMAN RESOURCES

ISSUE STATEMENT #I:

1. More attention be paid to professional development within the college system because of the changing role of college programming; the rapid expansion of society's knowledge base, and the increase demands on professional managers.

OBJECTIVE STATEMENT #I:

A policy on professional development needs to be enunciated that would permit co-operative approaches to computer literacy, position rotation/exchanges, inter-college management development programs and in industry/business experience.

STRATEGIES:

* The Committee of Presidents should support efforts to develop Professional Development Programs on a Regional basis. The Management Development Institute should develop along the format as it has in the past.

OBJECTIVE STATEMENT #II:

2. The principles of affirmative action need to be expanded to include the concept of equal opportunity for all.

STRATEGIES:

* An interdisciplinary Task Force will be established to examine the implications of this objective in terms of resources and existing mandates and report back to the Committee of Presidents with recommendations as to ways in which the objective can be achieved.

ISSUE STATEMENT # II:

1. The need to maximize the utilization of human resources in a resource-scarce economy requires that new approaches be developed in terms of the employee/employer relationship.

OBJECTIVE STATEMENT #I:

1. A sense of collegiality with respect to the mandate of the colleges and methods of achieving that mandate needs to be developed amongst all of the members of the college community.

STRATEGIES:

* A sense of collegiality with respect to the mandate of the colleges will be sought in a number of ways.

* First, the various college disciplines as represented in the committee sub-structure of the Committee of Presidents will be required, separately and/or collectively, to work through this Strategy Paper with the objective of achieving system awareness of the issues contained herein.

* In conjunction with this, the Committee of Presidents will meet with the Executive Committees of the Senior College Operating Committees in June of each year to share views, exchange information and communicate the Goals and Objectives of the Committee of Presidents for the year following

OBJECTIVE STATEMENT #II:

2. The style of the collective agreement with faculty needs to be altered to reflect the needs of knowledge worker management as opposed to the industrial/adversary model under which we are currently operating.

STRATEGY:

* The Committee of Presidents will recommend this position, in the strongest possible terms, to the Long Range Planning Sub-Committee of the Council of Regents, the Council of Regents itself and the Ministry of Colleges and Universities.

OBJECTIVE STATEMENT #III:

3. A Human Resource Management Information system needs to be developed in order to provide essential information in support of the collective bargaining process.

STRATEGY:

* In order to ensure that only essential information is included in this information system agreement will be sought to establish a tri-partite management committee for the information system.

OBJECTIVE STATEMENT #IV:

4. The levels of remuneration and the working conditions of Hay Administrative staff need to be re-examined in the light of changes in the collective agreements and the changing labour market.

STRATEGY:

* The Committee of Presidents will establish a Task Force to both identify problem hiring/remuneration levels amongst the ranks of front-line supervision in the colleges, and to do an analysis of those positions relative to comparable positions in other Ontario sectors.

OBJECTIVE STATEMENT #V:

5. A re-examination of existing performance measurement techniques needs to be undertaken and comprehensive guidelines need to be developed having to do with performance assessment/analysis and review for all college personnel.

STRATEGIES:

* With the CAPRI model and the recently approved evaluation guidelines for administrative staff, the two central areas that need to be addressed are Faculty and Institutional Evaluation.

* A college Task Force is currently actively engaged in developing guidelines for Faculty Evaluation procedures.

* The matter of a joint apporach to procedures relative to Institutional Evaluation has been at a standstill for several years. The Committee of Presidents will move to establish a series of procedures that will be acceptable to the colleges; the Committee will seek Ministry of Colleges and Universities and Council of Regents approval and/or recognition of those procedures and will implement them at the system level through the Secretariat.

ISSUE STATEMENT # III:

1. In an increasingly political environment, the skills, expertise, contacts and resources of college staff, board members and students need to be utilized and co-ordinated to "tell" the college story to governments and to the public at large.

OBJECTIVE STATEMENT #I:

1. College staff should be encouraged to work as good will ambassadors in the general community. In particular, they should be encouraged to work closely in the business and industrial communities to more fully integrate college services with the needs of those communities and in aiding the placement of college graduates in positions of employment in those communities.

STRATEGY:

* A local issue

OBJECTIVE STATEMENT #II:

2. Colleges should encourage and support the development and/or expansion of Alumni Associations, both as part of their public relations program and as part of their attempts to tap the resources of the graduates of the system.

STRATEGY:

* A local issue.

OBJECTIVE STATEMENT #III:

3. Board members should be encouraged to actively address college issues both within and without the college, particularly with reference to transmitting college positions and needs to the decision-makers in the public, private and political sectors.

STRATEGY:

* A local issue.

ISSUE STATEMENT #IV:

1. The college system must provide equality of opportunity for all sectors of the population in order to allow for their fullest possible development.

OBJECTIVE STATEMENT #I:

1. Through Affirmative Action programmes, the Colleges should take deliberate steps to counter the influence of traditional assumptions, practices and attitudes regarding the roles of women and other previously disadvantaged groups. As both employers and educational institutions, the Colleges should take positive steps to ensure not only equitable treatment of all employees and students, but also to encourage all individuals regardless of sex, race, creed, ethnic origin or handicap, to develop to their full career potential.

STRATEGY:

* A Task Force to work under the direction of the Secretariat will be established to develop statements/guidelines with regard to rights, responsibilities and appeal procedures that are not already covered by system guidelines and/or agreements.

(d) FINANCIAL AND PHYSICAL RESOURCES

ISSUE STATEMENT #I:

1. More attention should be paid to making better use of College facilities given increasing enrolment growth, aging buildings, limited capitalresources and the fact that that recent prolonged period of constraint has resulted in the optimization of the physical resources under the traditional modes of operation.

OBJECTIVE STATEMENT #I:

1. Alternative program delivery techniques such as Computer Assisted Instruction need to be developed which will put more responsibility on the student for his own learning.

STRATEGY:

* A Task Force will be established under the direction of the Secretariat that will identify the availability of existing physical and human resources in this area that might be shared on an inter-college basis.

* The Plant Directors should be asked to examine the question of space norms and develop some guidelines with respect to space and environment quality.

OBJECTIVE STATEMENT #II:

3. The declining value of the funding unit and the need to ensure the continued provision of quality programming will require the colleges to increasingly be more selective in administering the admissions process.

STRATEGY:

* The Funding Review Committee will be asked to document the impact of the declining value of the funding unit, on a college by college basis, and to provide some evidence as to the effect of this input on both the admissions process and the quality of education.

OBJECTIVE STATEMENT #III:

4. Campus consolidations wil have to increase in scope.

STRATEGY:

* A local issue.

ISSUE STATEMENT # II:

1. While there is some agreement that the college sector has been equitably funded vis-a-vis the other provincial sectors, the impact of continuing growth in enrolment, inflation and collective agreement settlements have significantly reduced the value of the funding unit and hence threaten the excellence of the high quality program offerings.

OBJECTIVE STATEMENT #I:

1. An enrolment management policy needs to be enunciated and implemented on a system-wide basis.

STRATEGY:

* A Task Force has been established to examine ways and means by which the Funding Distribution mechanism can be amended to dampen the effect of extreme changes in enrolment levels.

OBJECTIVE STATEMENT #II:

2. The colleges need to take a more entrepreneurial stance in raising ancillary revenues through the marketing of their expertise; fund raising; equipment donations and the increase in the use and level of user fees.

STRATEGY:

* The development and marketing of college expertise is a local issue, however, the ACAATO Executive Committee will be asked to obtain a change in the policy that precludes the acquisition of private funds for capital/operating purposes.

* Colleges will be encouraged to establish charitable foundations for the support of college activities.

OBJECTIVE STATEMENT #III:

3. Colleges should move to increase office productivity through the application of the advanced technologies.

STRATEGY:

* A local issue.

OBJECTIVE STATEMENT #IV:

4. Provision needs to be made to encourage early retirement in an attempt to lessen payroll cost.

STRATEGY:

* A Task Force is currently examining this issue and recommendations should be forth coming in the near future.

OBJECTIVE STATEMENT #V:

5. More flexible working arrangements need to be introduced (i.e. part-time, work sharing, term contracts).

STRATEGY:

* This will be communicated by the Committee of Presidents to the Collective Bargaining Steering Committees and the Bargaining Committees.

OBJECTIVE STATEMENT # VI:

6. College produced materials/software etc. should be aggressively marketed as a means of generating revenues.

STRATEGY:

* A local issue.

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